

Imagery in the Journals Written by the Writing I Students Of the English Department Of Widya Mandala Catholic University Surabaya

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Abstract. *Many students think that writing is a daunting task and, therefore, they cannot write a good composition and journal writing is assigned for writing improvement. One of the aspects in writing a journal is imagery. Imagery is the use of concrete words to replace the abstract ones in order to enable the readers to imagine in everything experienced by the author. This study explored the kinds of imagery which are found in the journals written by the Writing I students of Widya Mandala Catholic University Surabaya. The subjects were eleven students of Writing I. Each student submitted 4 journals. A checklist was used to organize the imagery in the journals. Not all writing journals that were analyzed exposed imagery. Visual and auditory imagery were found. There were forty seven examples of visual imagery and six examples of auditory imagery. The olfactory, gustatory and tactile imagery were not found.*

Key words: *imagery, journal, writing I class*

Introduction

Writing is a way in which people can communicate thoughts and feelings with others graphemically. It is a complex process of language communication and also a creative thinking process (Zuo Huangqi, 2002, p. 197). Hansen (2006) states that writing skills can be the ticket to better college grades and greater academic achievement, even if the students do not study harder and know the material better than others do. Writing allows students to keep permanent records such as journals, and it lets students demonstrate their knowledge on an examination. Luo Yiyun (1989, p. 26) also states that the ability to write is a necessity for the students since they will be asked to write papers and reports at universities. Further, Lorch (1984, p. 4) states “many jobs today require a college degree; a college degree requires effective writing.” Therefore, each student should develop his or her writing skill by taking writing lectures. Linggajati (1997, p. 1) says that writing skill is considered one of the language skills which is difficult to be mastered especially by foreign language students. Anson, Chris and Lance (1992, p. 44) argues that many students run into trouble in their writing because they have little or no sense that their paper should do anything.

Heffernan, James and Lincoln (1990, p. 3) stress that in writing, the writer has to communicate without facial expression, gestures or body language at any kind. Therefore, it is necessary that the text in

compositions has to carry out all meanings. The words on the page have to convey the writer's thought clearly, precisely and logically. Linda Sue Meagher (2010) states that good writing stimulates the five senses to capture the reader's imagination.

Imagery is one of the aspects in writing to paint pictures of scenes and characters in the minds of the readers. Linse (2006, p 98) says that "writing is multifaced, that's why it is only logical that it evokes different images". Imagery is generally found in the text that describes something. Writing journals also describe how the writing class was and it means that there is imagery in the writing journals. The research question put forward reads: What imagery is found in the journals written by the Writing I students of the English Department of Widya Mandala Catholic University Surabaya? This study was intended to find out the kinds of imagery in writing journals made by Writing I Students of the English Department of Widya Mandala Catholic University Surabaya.

Review of Related Literature

1. Journal Writing

According to Meyers (2005, p. 2), writing is speaking to others on, partly a talent, but it's mostly a skill, and like any skill, it improves with practice. Lado (1957, p. 28) proposes that "To write is to put down the graphic representation". Lado (1987) defines writing as the skill of arranging words to form sentences, sentences to form paragraphs, and paragraphs to form larger units so that thought may be communicated to others. In other words, writing is not only a matter of arranging words, but also a matter of sending message in such a way that the readers can understand what the writer wants to say. Writing is, therefore, a way in communicating with others by sending message that uses visible signs to express ideas so the ideas can be understood.

One of the formats in writing is journal writing. The word journal comes from the French word *jour* and from the Latin word *diurnalis* meaning daily. A journal is a daily record of a writer's thoughts on various topics. It is a process of recording personal experiences as well as the student's comments, reactions, and reflections of the particular event in detail. Stanley, Shimkin and Lanner (1985: 3) state that a journal is a record, often kept daily, of one's life, a kind of personal account book. In the journal it can be written about conflicts and pleasures with family, friends, and associates without worrying about offending and embarrassing anyone. In short, writing a journal is discovering uniquely personal voice. Gere (1985, p. 13) states that journals also provide a place to record the language of others, a place to practice writing, to experiment and to learn. Ron Klug (2002, p. 1) has put it – 'a place to record daily happenings'.

Journal writing entails conscious reflection and commentary. Mary Louise Holly (1989, p. 20) makes this point well: It is a reconstruction and serves purposes beyond recording events and pouring out thoughts

and feelings... Like the diary, the journal is a place to 'let it all out'. But the journal is also a place for making sense of what is out... The journal is a working document. Many people have got a lot from journaling. Jennifer Moon (1999, p. 14-15) says that a journal is a friend that is always there and is always a comfort. Journals have many kinds of form.

There are five forms of journal; task journals, reflection journals, project journals, free – write journals and oral and sketch journals. First, task journals can help students sequence and monitor smaller deadlines toward the completion of a larger writing task. In task journals, instructors often ask students to list specific things they hope to achieve from an instructional unit and to estimate an assignment timeline for themselves. Second, reflection journals help students to be engaged and critical readers of the course texts, by asking students to write about their personal reactions evaluation to the reading. Third, project journals serve as a quarter or semester-long project, asking students to keep the journal as a daily log and summarize news events relating to their particular topic. Fourth, free-writing is writing without having a specific outcome in mind to help students develop and organize thoughts and to allow them to review their writing and identify ideas that will benefit the overall assignment. Fifth, oral and sketch journals can be assigned to ask students to record themselves talking out ideas and to create oral dialogues with a course reading, incorporating their own voice and quotes from the author.

2. Imagery

Imagery is the use of concrete words to replace the abstract ones in order to enable the reader of a literary work to join in everything experienced by the author (Knickerbocker, 1969). Elisabeth Drew (1959, p. 51) states that according to Frost, a whole essay might be written on the danger of thinking without images. Griffith (2006: 406) defines imagery as the description of physical phenomenon that appeal to one or more of the senses. Roberts (1987, p. 570) states that imagery refers to “sensory experiences transmitted through literary form” Sensory experiences mean everything that is sensed and experienced by one through five senses and then it is transmitted and transferred through words. As a result, the readers will be able to experience everything that is mentioned in a certain literary work just by reading it. The Wikipedia mentions that imagery refers to descriptive language that evokes sensory experiences. Imagery can appeal to any of the five senses. From the Literary Dictionary, imagery means a rather vague critical term covering those uses of language in a literary work that evoke sense-impressions by literal or figurative perceptible or “concrete” objects, scenes, actions, or states, as distinct from the language of abstract argument or exposition. Imagery may occur in a single word, a phrase, or a sentence. An „image“ presents an intellectual and emotional complex in an instant of time.

There are visual, auditory, olfactory, gustatory, and tactile imagery. Kennedy and Gioia (2002, p. 95) claim that visual imagery is an experience of sight or something that can be seen by a person's eyes in his

mind. Altenbernd and Lewis (1967, p. 12) state that the visual imagery gives an effect in the mind much like that produced by our perceiving a visible object through the eye, the optic nerve, and the appropriate regions of the brain. The example of visual imagery is the crimson liquid spilled from the neck of the white dove. Knikerbocker (1960, p. 358) defines auditory imagery as a kind of imagery experienced by a person's sense of hearing. Agree with Knikerbocker, Lynn Alterbernd and Leslie L. Lewis (1967, p. 12) state that auditory imagery is a kind of imagery which is sensed by a person's sense of hearing, for example, the bells chimed 2 o'clock. This sentence means that the bell rang twice because it is 2 o'clock. Edgar Roberts (1989, p. 606-7) states that olfactory imagery is a kind of imagery that refers to smell, for example, His socks, still soaked with sweat from Tuesday's P.E. class, filled the classroom with an aroma akin to that of salty, week-old, rotting fish. It can be smelled the aroma of the socks that fill with the sweat. Roberts (1989, p. 607) states that gustatory imagery is a kind of imagery that refers to taste, for example, the sweet marinara sauce makes up for the bland sea-shell pasta beneath. The tongue can taste the marinara sauce that is sweet. According to Edgar Roberts (1989, p. 607), tactile imagery is a kind of imagery that refers to touch, for example, the spongy soufflé was a pleasure to squeeze. Skins can sense the softness of the sponge to be squeezed.

Imagery is important because our language does not have the words or phrases to express all our ideas and feelings directly (Neman, 1989). Sometimes ideas and feelings cannot be expressed using simple words. Edgar Roberts (1987, p. 65) claims that to give the readers an exact experience in reading his literary works, the author uses imagery to present the experiences so the readers will "feel the right responses." Kennedy and Gioia (1969, p. 97) point out that some literary critics look for much of the meaning of the poem in its imagery, wherein they expect to see the mind of the poet more truly revealed than in whatever he explicitly tells us what he believes when reading a literary work, the readers attempt to reverse the process of imaginative creation in order to experience images like those originally in the mind of the author. Jake Rose (2010) says that one factor that is often overlooked is imagery.

Research Method

This study is a case study in the form of descriptive study to explore to find the kinds of imagery in the journals in Writing I class of the English Department of Widya Mandala Catholic University Surabaya through Content Analysis to determine the presence of certain words or concepts within a text or sets of texts. The major steps have been reading the writing journal one by one twice, underlying the imagery that come in the writing journal, putting the imagery in the column of the kinds of imagery, and describing the imagery.

The sources of the data were the journals of Writing I students. The Writing I students' journals were reflection journals because the

students wrote how the class was and what they felt in the class. Four journals collected from each student. The total number of the journals was 56 journals (4 journals x 14 students). The writer only took 44 journals (4 journals x 11 students) randomly because the time to conduct the research was quite limited. Besides, some students were absent, so that they did not submit their journals.

Findings and Discussion

Visual Imagery

Visual imagery deals with the sense of sight. Visual imagery is used mostly in the journals as indicated in color, shape, number, amount and size. The word *class* is used to refer to a building, which is concrete that can be seen. It is different from *class* to refer to a lecture. Lecture is an abstract thing that cannot be seen. *Tooth's patch* is included in the visual imagery because patch is a concrete thing that can be seen. Patch is used to take care of tooth to be more beautiful and tidy. The word *message* is visual imagery, as one of the facilities in the cell phone, visually readable. *Cell phone* is also included in the visual imagery, referring to a concrete and visible object. A *Bookstore* is classified in the visual imagery because this word refers to a concrete and visible building which sells books. It applies to the word *theater* that is also included in the visual imagery, referring a building for watching movies, and *laboratory* referring to a building or a room for teaching-learning writing activities. Another word is *canteen* which is also included in the visual imagery to refer to a building for eating and buying foods. The phrase also belongs to visual imagery. *Reading log, novel, book, breads, a cup of coffee* also belong to visual imagery.

According to Lynn Altenbernd and Leslie L. Lewis, "visual imagery gives „an effect“ in the mind much like that produced by our perceiving a visible object through the eye, the optic nerve, and the appropriate regions of the brain". The visual imagery that is found in the journals is a concrete object that can be seen using the eyes. Some visual imagery can be classified into several classes; visual imagery of shape, visual imagery of color, visual imagery of number and visual imagery of amount.

1. Visual Imagery of Shape

Visual imagery of shape is found in *a love chocolate*. The word *love* can refer to a variety of different feelings, states, and attitudes of someone to others. Love sometimes makes sad, but sometimes makes happy. Mostly, *love* is interpreted by a heart shape. There are many kinds of chocolate in this world, and if chocolate is mentioned just as chocolate, it will be confusing. When the word *love* is written, *love* can have many meanings. The phrase *a love chocolate* describes chocolate in the shape of heart because love is usually interpreted using a heart shape. Many times, the sentence „I love you“, is written

„I ♥ U“. It can be seen that love is interpreted using heart shape. So, a love chocolate means that the chocolate shape is heart.

2. Visual Imagery of Color

There is visual imagery of color in the journals, for example, brown and brunette. Color derives from the spectrum of light interacting in the eye with the spectral sensitivities of the light receptors. This means that color is formed by light and light can be seen using eyes. These two words are included as imagery because eyes as the sense of sight are used to recognize the kinds of the color. The word brown found in the sentence, I changed my hair colour into brown is visual imagery of color. Brown is one of kinds of colors. Brown is usually used for tree especially the trunk. The word brunette can be found in the sentence I didn't have brunette, but it was OK. Brunette is a color that is rarely used by the people. Brunette is brown or dark color.

Nowadays, color has been changed from the past; there are many kinds of new colors, for example, Tosca. Tosca is a combination color of blue and green. It is better to use colors that are basic color which is most people know it such as red and black because it is easy to be interpreted.

3. Visual Imagery of Number

There is any visual imagery of number that is found in the journals, for example, three or four students. *Students* is a countable noun, so it is included into visual imagery of number. Three or four students can be found in the sentence ..., each group was consisted of three or four students. *Students* is included in the visual imagery because it is a concrete object that can be seen using eyes. *Students* means people who are still learning something. This word is included in the visual imagery of number because it is completed with the words; three or four. It is combined with three or four that refers to number.

4. Visual Imagery of Amount

The sentence, *My mom gave me only Rp. 50.000 but she gave my sister Rp. 100.000* reveals vVisual imagery of amount found in this sentence, 50.000 and 100.000. The words, *50.000* and *100.000* can be classified as visual imagery of amount because it is included in an uncountable noun. These two words are classified in the visual imagery because *50.000* and *100.000* are the value of money that is written on a paper. The form of money must be in a sheet of paper and paper is an object that is visible. *Angpao* is money that usually given by older person to the younger person in celebrating the Chinese New Year.

Auditory Imagery

Auditory Imagery deals with the sense of hearing. Auditory imagery is at the second position. There are only six auditory imagery, such as *the bell rang* and *music*. *Prayer* is included in auditory imagery.

In the journals, the prayer is spoken. *A voice note in I gave her a voice note...* is also included in auditory imagery. A voice note is a brief record that is in a form of sound that can be heard. It a voice note given by the cell phone, recorded in the cell phone, and then it is sent.

Another auditory imagery is *music in I listened to the music,...*, which evokes the senses. Music contains rhythm, pitch and dynamic elements. To hear the music elements, ears are needed. *The bell rang* in the sentence *and the bell rang, I went back...* is imagery because this phrase brings to mind to sense it. *Conversation* is also included in the auditory imagery because the sense of hearing is used to listen to what is being talked.

Olfactory Imagery

No olfactory imagery is found. Olfactory imagery is imagery that deals with the sense of smell. This imagery is about the things that has fragrance, aroma, and stench. Actually students had the opportunities to use olfactory imagery.

Gustatory Imagery

No gustatory imagery is found. Gustatory imagery is imagery that deals with the sense of taste. Things that deal with the sense of taste can be recognized using tongue, for example, *love chocolate* can create gustatory imagery, whether *sweet* and *tender*. *A cup of coffee* can create gustatory imagery, whether sweet or bitter. The students actually had the opportunities to use gustatory imagery.

Tactile Imagery

No tactile imagery is found. Tactile imagery is imagery that deals with the sense of touch. Everything that deals with tactile imagery comes to mind through skins. From the phrase, *a cup of coffee* can be created tactile imagery, for example, the cup is hot. Another possibility of tactile imagery is *breads in I ate some breads and drank a cup of coffee*, for example, the breads were soft and oily. As a conclusion, the subjects seldom touch things but they do not tell more about the things. They seldom interact with things using their skins, but they do not use their sense of touch maximally.

Conclusion and Suggestion

The Writing I students' journals had visual imagery and auditory imagery. The visual imagery is a lot but there is little auditory imagery. The olfactory imagery, gustatory imagery and tactile imagery are not found in the writing journals. As the conclusion, the imagery is not complete because not all kinds of imagery are found. Actually the students have opportunities to create kinds of imagery completely but they do not explore more using their senses.

In reference to the result of the study, there are some suggestions. First, the writing lecturers should clarify the importance of journal

writing. Second, they should give the example of journals that have imagery in it and then explain the imagery, kinds of imagery and the function of imagery. Third, they should give practice about the imagery and the kinds of imagery especially olfactory imagery, gustatory imagery and tactile imagery because these kinds of imagery are not found in the writing journals by giving compositions that contains imagery in it. The students are asked to identify the imagery. Later, the students will understand imagery and the kinds of imagery so they can write a journal which has imagery.

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